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ABSTRACT

A current selection from the many citations of material in the ERIC database, this bibliography offers practical information for introducing and implementing writing across the curriculum programs in elementary and secondary schools. The bibliography is divided into sections on (1) writing across the curriculum (8 citations); (2) writing to learn in different disciplines (6 citations); and (3) program descriptions in the database (8 citations). (JK)

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Focused Access to Selected Topics

a bibliography prepared by

Clearinghouse on Reading and Communication Skills

Writing Across the Curriculum: 1983-1987

FAST BIB NO. 2 RCS

When a university professor recently described himself as a *biogeochemist*, he exemplified with one word the trend toward interdisciplinary research, teaching, and learning that is evident in higher education. This crossing of traditional distinctions that have defined disciplines may explain why three out of four documents entered into the ERIC database from 1983 through 1987 on *writing across the curriculum* describe or derive from programs in place at colleges and universities. Most explore the potential of writing to interrelate, synthesize, clarify, and implement what is learned in all subjects while structuring and aiding learning itself.

This focus on how writing serves the acquisition of knowledge in many disciplines reflects interdisciplinary trends binding researchers and students of science with those in the arts and humanities as they recognize a common need to understand and learn from one another.

Effective communication becomes an essential factor for people working in interrelated fields. The cooperative efforts of teachers in various disciplines to create instruction that "demystifies" specialties – as one report in the ERIC database puts it – is a hallmark of many of these writing across the curriculum programs.

There are also in the database, reports that indicate that the writing across the curriculum movement can be successful at the high school and elementary instructional levels. It appears to build the tendency to interrelate and synthesize what is learned in different subject areas while developing writing fluency and other language, study, and learning skills.

This bibliography is a sample of nearly 50 reports on writing across the curriculum added to the ERIC database from 1983 through 1987. A common characteristic of most of the sources from which those in this *FAST Bibliography* were selected is that they offer much practical information for introducing and implementing such programs. Many discuss the school- or campus-wide supports that are needed to ensure the success of such programs; some offer models of workshops for teachers. The search does suggest a need for carefully controlled studies to verify benefits informally observed in writing across the curriculum programs.

The abstracts for some of the entries selected for this bibliography have been reduced to allow for the inclusion of more citations. The ED numbers for all entries have been included so that the user who wants an introduction to or review of the writing across the curriculum movement in recent years can go directly to microfiche collections, order from the ERIC Document Reproduction Service (EDRS), or go to *Research in Education* for information on obtaining those sources not available through EDRS. The citations to journals are from the *Current Index to Journals in Education* and can be acquired most economically from library collections or interlibrary loan. Alternatively, reprint services are available from University Microfilms International (UMI) and the Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

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Sources that contribute to an overview of writing across the curriculum

Barnes, Linda Laube, and Smithson, Isaiah (eds.) *Writing across the curriculum*. Papers from the Annual Composition Conference, 1986. 57 pp. [ED 277 004]

Includes papers describing writing across the curriculum as a radical shift in the way teachers teach and learners learn, "transferring power" from teacher to learner by creating a student-centered curriculum. Discusses extensive writing projects, writing centers, and the incorporation of literature and creative processes.

Fulwiler, Toby. *Teaching with writing*. Upper Montclair, New Jersey: Boynton/Cook, 1987. Hard copy not available from EDRS. [ED 277 021]

To clarify how writing across the curriculum improves learning across the curriculum, this book provides an overview of the current state of writing instruction at the secondary and college levels as it applies to teaching in the content areas. Each chapter deals with an aspect or methodology for teaching, giving practical ideas for using writing. Discusses theories on which these ideas are based. Includes extensive workshop materials.

Kelly, Kathleen A. "Writing across the curriculum: what the literature tells us," 1985. 20 pp. [ED 274 975]

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This review of literature on writing across the curriculum identifies common higher education program components, assessments, objectives, and guidelines.

Larsen, Richard B. "Synergistic teaching," *College Teaching, 34* (4), Fall, 1986, pp. 145-148.

A "thinking-across-the-campus" program for composition is described. Argues that the analogizing/synergizing principle applicable to composition can benefit many courses.

Moore, Leslie E., and Peterson, Linda H. "Convention as connection: linking the composition course to the English college curriculum." *College Composition and Communication, 37* (4), December, 1986, pp. 466-477, 488, 506.

Provides an effective model for the appropriate inclusion of teachers of English as participants in writing across the curriculum programs.

North, Stephen M. "Writing in a philosophy class: three case studies," *Research in the Teaching of English, 20* (3), October, 1986, pp. 225-262.

Examines the relationship between writing and learning in a college-level writing across the curriculum class in philosophy. Results provide a basis for speculation about the conception of the writing/learning relationship.

Parker, Robert P. "Surveying writing practices across the curriculum: models and findings," *NASSP Bulletin, 69* (478), February, 1985, pp. 34-40.

Compares evaluation research models applicable to writing across the curriculum.

Walter, James F. "Reading, the imagination, and writing," *ADE Bulletin,* No. 86, Spring, 1987, pp. 29-33.

Advocates making instruction in the critical reading of literature the foundation of an integrated literature and writing curriculum.

Writing to learn in different disciplines

Atkinson, G. F. "Writing among other skills," *Journal of Chemical Education, 63* (4), April, 1986, pp. 337-338.

Recommends that writing be a skill fostered in science classes and discusses several appropriate writing experiences.

Gates, Rosemary L. "AITIA and KAIROS: classical rhetoric in the writing across the curriculum program." Paper presented at the 37th Annual Meeting of the Conference on College Composition and Communication, 1986. 25 pp. [ED 274 974]

Three areas of the classical rhetoric of Aristotle, adapted for the modern discourse of inquiry and demonstration, provided a systematic framework for students to understand thought, investigation, and writing in other disciplines.

Labianca, Dominick A., and Reeves, William J. "Provocative opinion: writing across the curriculum: the science segment: a heretical perspective," *Journal of Chemical Education, 62* (5), May, 1985, pp. 400-402.

Discusses a dilemma that writing across the curriculum presents for science professors and majors.

McMillen, Liz. "Science and math professors are assigning writing drills to focus students' thinking," *Chronicle of Higher Education, 31* (19), January 22, 1986, pp. 19-21.

Reports that math and science instruction now often includes more brief, informal writing exercises, sometimes completed in class, as a means of helping college students think more clearly. While writing skills are often not emphasized, writing improves as a by-product.

Parker, Robert P., and Goodkin, Vera. *The consequences of writing: enhancing learning in the disciplines*, Upper Montclair, New Jersey: Boynton/Cook, 1987. 183 pp. [ED 272 928]

Intended for teachers of grades 7-16, this book discusses how writing contributes to an understanding of self. Its first chapter covers the origins of content area writing and its potential to develop awareness of intentions for learning, of models for writing and learning, of audiences, and of the power of writing in communicating, assessing and criticizing, and becoming informed.

Penrose, Ann. "Individual differences in composing: exploring consequences for learning through writing." Paper presented at the 37th Annual Meeting of the Conference on College Composition and Communication, 1986. 10 pp. [ED 270 758]

Gives an overview of research results supporting the claim that writing is a way to learn. Discusses research on the 1) affective, 2) social, and 3) cognitive dimensions of writing; and discusses the effects of different writing tasks and individual differences among writers.

Samples of program descriptions in the database

Calder, Boni, *et al. Guide 1983-84* (rvd.) Saratoga, California: Saratoga Union School District, 1987. 386 pp. [ED 280 017]

This guide for teachers of grades one through six in the Bay Area Writing Project includes instructional techniques and activities, student writing samples, and a stepped process definition of writing; a grade level sequence with activities designed to incorporate other language arts curricula; and a formula for "power writing" to develop expository writing.

Cook, Lenora. "Facilitating writing: a staff development model for the secondary schools." Paper presented at the 76th Annual Meeting of the National Council of Teachers of English, 1986. 5 pp. [ED 277 042]

Reports on a middle-school program that focused on various approaches to student journal writing.

Grundy, Thomas. "The writing program in the Beaverton School District," *OSSC Bulletin, 30* (2), October, 1986. 43 pp. [ED 274 104]

The audience-focused process approach to teaching composition used in the Beaverton School District in Oregon is explained. Five writing stages comparable to Aristotelian rhetoric are described and illustrated. Ideas advanced by three sample programs in elementary, intermediate, and high schools are highlighted. The Beaverton program's success was measured as dramatic improvement in students' test scores from 1985 to 1986 and better student attitudes toward writing.

Hallock, Sylvia M., and Downie, Susan L. *"I never know what I think until I see what I say," Saul Bellow. (Honing critical thinking skills through writing).* Paper presented at the 76th Annual Meeting of the National Council of Teachers of English, 1986. 151 pp. [ED 282 234]

Describes the implementation of a pilot program at Frank W. Cox High School in Virginia Beach, Virginia. It emphasizes ethics education and writing to promote critical thinking. Includes many sample instructional materials.

Hansen, Kristine. "Relationships between expert and novice performance in disciplinary writing and reading." Paper presented at the 38th Annual Meeting of the Conference on College Composition and Communication, 1987. 14pp. [ED 283 220]

Describes a freshman college writing course designed to initiate students into the multidisciplinary academic discourse community by having them observe, analyze, and produce the salient features of a discourse community's "dialect."

Morgan, Lorraine *et al.* "Pushing the write button: writing-across-the-curriculum." Paper presented at the 38th Annual Meeting of the Conference on College Composition and Communication, 1987. 12 pp. [ED 280 028]

The objectives of a writing across the curriculum project of the Human Biology program at Stanford University were to develop fluency by requiring more writing, to improve the quality of writing by focusing on process, and to help students use writing to analyze course content.

Russell, David R. "Writing across the curriculum and the communications movement: some lessons from the past," *College Composition and Communication*, 38 (2), May, 1987, pp. 184-94.

Discusses how the Functional Writing Program at Colgate (1949-1961) and the Prose Improvement Committee at the University of California at Berkeley (1950-1965) viewed writing as unifying the intellectual community to link disciplines.

Soven, Margot. "The conversational model: a paradigm for connecting freshman composition to the disciplines." Paper presented at the 37th Annual Meeting of the Conference on College Composition and Communication, 1986. 15 pp. [ED 276 036]

The writing across the curriculum program at La Salle University, Pennsylvania, derives its basic philosophy from Charles Bazerman's "The Informed Writer." Bazerman stresses that students learn about academic writing and reading in terms of a community of discourse. Recommends a sequence of assignments.

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